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ABSTRACT

This handbook was created to prepare teachers who will work in non-credit English-as-a-Second-Language (ESL) programs that are typically offered as a part of a larger Adult Basic Education (ABE) program. The handbook is designed to help these teachers to know which skills are included in language learning, the relative importance of these skills, the order in which to present them, and workable methods for teaching them. The following subjects are covered: (1) communication skills in ESL; (2) theory and methodology in second language instruction; and (3) the ESL curriculum. Additional information provided includes a materials list (such as textbooks and placement tests), professional resource lists (31 items), and several supplemental teaching aids (e.g., a communications competency checklist and games and songs). (GLR)

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A HANDBOOK

FOR

TEACHING ENGLISH AS A SECOND LANGUAGE

IN

ADULT BASIC EDUCATION PROGRAMS

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Cleveland, Ohio

June 1990

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Cleveland Public Schools

Division of General Education

Office of Adult and Continuing Education

A HANDBOOK

FOR

TEACHING ENGLISH AS A SECOND LANGUAGE

IN

ADULT BASIC EDUCATION PROGRAMS

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CLEVELAND PUBLIC SCHOOLS
DIVISION OF GENERAL EDUCATION
OFFICE OF ADULT AND CONTINUING EDUCATION

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CLEVELAND, OHIO
JUNE, 1990

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INTRODUCTION

The purpose of this handbook is to prepare teachers who will work in non-credit English as a Second Language (ESL) programs, typically offered as a part of a larger Adult Basic Education (ABE) program. As a new teacher, you may find the teaching of ESL an awesome responsibility despite your professional training and dedication. Teaching a new language is, in fact, a complex, illusive process. There is nothing simple about it. The situation is complicated even further by today's potpourri of philosophies, methods, and materials. New and experienced teachers alike often find themselves asking, "What should I be doing?" followed by, "Am I doing it right?" - questions that are basic to our young and growing profession. This ESL handbook, it is hoped, can answer such questions. It can be a kind of map which gives meaning and direction to all that goes on in a classroom.

It is well known that adult educators, particularly those in ESL classes offered as part of ABE, face very unique problems in the classroom. Some of these are open registration, irregular attendance, and multi-level clases. Teachers need to develop methods for coping with these situations. ESL teachers also need to know what skills are included in language learning, their relative importance, the order in which to present them, and some workable methods for teaching these skills. This handbook is designed to address these concerns.

Because ESL programs often vary dramatically in terms of size, student make-up, availability of materials, and even goals, it becomes obvious that any one curriculum guide cannot possibly meet the needs of all programs. Therefore, the intent of this handbook is that it be used as a guide, hoping that its users will change and adapt where and when necessary. After all, the best curriculum is a living one--one that the teacher enjoys teaching and can adapt to meet the unique needs of the students.

ESL IN ADULT BASIC EDUCATION

What is ESL/ABE?

ESL refers to the study of English as a Second Language.

ESL/ABE programs emphasize the acquisition by the adult learner of the four basic language skills needed to carry on daily living in an English speaking environment.

The four basic language skills are: listening, speaking, reading and writing.

GOALS OF AN ESL/ABE PROGRAM

The following are broad, general goals that are the foundation of a sound ESL/ABE program. Additional goals may be determined by the unique needs of the target population.

What are the goals of an ESL/ABE program?

To address the immediate needs of the limited English speaking students.

To provide opportunities for the development of English language skills.

To develop the ESL student's ability to carry on daily living with greater self-confidence.

To increase the ESL student's employability.

To provide opportunities for ESL students to participate at their own rate, capacity and interest level.

To establish a liaison between the adult ESL student and the English speaking community.

Who are ESL/ABE learners?

Typically these students possess some or all of the following characteristics:

- Are adults with limited or non-English speaking ability.
- Are competent, experienced adults with many strengths that can contribute to the classroom.
- Live, work and function in an English dominated environment at least part of the time.
- Have a variety of needs, interests and purposes for studying English.
- Are immigrants, refugees, and individuals from isolated ethnic environments.
- Have the responsibility of home, family, and job and the pressures of adjusting to a new culture.
- Are from diverse economic and political backgrounds.

COMMUNICATION SKILLS IN ESL

COMMUNICATION SKILLS IN ESL

An ESL/ABE program is designed to teach communication skills to adults with limited English proficiency. The goal of all instruction is to increase the ability to communicate in English. The four basic communication skills are speaking, listening, reading and writing. These four skills need to be considered in developing each lesson.

At the beginning level, instruction is geared to speaking and listening comprehension. As students become more proficient in oral communication, greater emphasis is placed on reading and writing.

The following guidelines suggest time allotments for teaching each of the four skill areas. *

Beginning ESL	Listening	40%
	Speaking	40%
	Reading	15%
	Writing	5%
Intermediate ESL	Listening/Speaking	45%
	Reading	35%
	Writing	20%
Advanced ESL	Listening/Speaking	40%
	Reading	40%
	Writing	20%

* Recommendation of the Bilingual Education Service Center, Arlington Heights, Illinois

LISTENING

It is estimated that listening and speaking constitute 75% of all communication.*

To communicate in English, ESL students must first develop the skill of listening and interpreting a variety of English speech that is produced in a variety of ways, and be able to respond appropriately. They must be able to discriminate between distinct sound, stress and intonation patterns, and be able to pronounce them so they can be understood correctly by others.

Adults who speak another language will tend to hear and pronounce English sounds in terms of their native language sound systems. They cannot be expected to produce sounds that do not exist in their native languages without first being provided with a model. Taped recordings, dialogues written in true to life language, the teacher, and other native speakers will provide realistic models to follow.

Listening exercises should be presented slowly at first, then at normal rate, repeating as many times as necessary to ensure comprehension. Listening exercises are used for a variety of purposes to meet the needs of students in various types of situations and at all levels of language proficiency.

*New York State Department of Education

EXAMPLES OF LISTENING EXERCISES

Type	Procedure
Total Physical Response (TPR)	Students listen and follow directions and commands.
Minimal Pairs	Students listen and indicate same or different.
Single sounds	
Phrases	Students listen and identify which is different.
Sentences	
Meaning	
Structural Cues	Students listen and indicate appropriate response.
Intonation	
Word order	
W/H Question words	
Articles	
Prepositions	
Gender, Tenses, etc,	
Dictation	Students listen and fill in missing words of a sentence.
Numbers	
Spelling	Students listen, repeat, listen and write what was heard.
Sentences, Paragraphs	
Dialogues	
Follow directions/instructions	Students work in pairs; student I gives directions, student II follows directions.

Listen and Answer Dialogues Narratives Descriptions Facts	Students listen, answer general questions, then answer more specific questions, followed by inferential questions, written or oral.
Listen for Specific Information Taped actual telephone recordings Announcements Radio/TV news and weather Fellow students Telephone conversations Classroom speakers	Students listen to taped messages and situations and extract pertinent information. Students listen to native speakers to become accustomed to a variety of speech patterns.

SPEAKING

Techniques for developing speaking skills range from less structured to highly structured activities. Dialogues, pattern practice and substitution drills provide lower level students with opportunities to practice the language in structured sequences. Vocabulary, structures and patterns should be limited to focus on the goals of the lesson.

Dialogues are carefully constructed short conversations which simulate real communication situations. Dialogues should not be longer than four (4) lines. The language should be realistic, meaningful and appropriate to the language ability of the students. Dialogues can be easily memorized.

A: Does Mary have children?

B: Yes, she does. She has 3 children--2 boys and a girl.

A: Where are they?

B: The boys are in school, and the girl is at home.

Pattern Practice Drills are carefully structured drills that focus on specific sentence patterns. They provide students with opportunities to manipulate the target language within a specific framework. Substitution drills, where students change one word in a sentence, and transformation drills, where the form of the sentence is changed are examples of pattern practice. These drills are repetitious and artificial, so they should only be used for short periods of time during the lesson.

Substitution drill:

Does she have children?

Does she have money?

(coffee) Does she have _____?

Transformation drill:

T: She has children.

S: She doesn't have children

Less structured activities encourage students to use the English they already know and to become more independent in the target language. Some examples of unstructured activities are:

Picture Interpretation. Through teacher-directed questions, the students generate a story or scenario about a picture or set of pictures.

Role Playing. A situation is established which requires certain behavior of the students. Language is not established. Students must respond to the situation using language that is appropriate. Role plays should be based on meaningful situations and as follow-up to previously presented material.

Problem Solving. Students explore solutions to real life problems. Students work in pairs or small groups to brainstorm solutions.

"Free" Conversation. Students are given the opportunity to use previously taught structures and vocabulary. This activity must be carefully planned by the teacher to ensure that the discussion stays on task and each student has the opportunity to participate.

Pronunciation

Students are keenly interested in improving their pronunciation. They are often embarrassed by their "accent" or how they speak. They know that often they are misunderstood even though they know the meaning of the words they need to use. Almost all teachers would agree that student pronunciation needs improvement.

What is the best way to tackle the problem of pronunciation? What does it involve? First of all, the ESL teacher should be aware that pronunciation is a complex process. It involves stress (accent), rhythm, and intonation. All of these convey meaning.

At low levels especially, it is important to identify English sounds, both consonants and vowels. Further, being familiar with their points of articulation is desirable. Thus, a teacher's knowledge of sounds and how they are formed can be a big help in improving pronunciation.

Whatever method of pronunciation practice is used, it's vital that students are oriented to speech as a flowing process. This means that after students practice isolated sounds and words, they must identify them in sentences since the sounds of words words change dramatically as they are linked and compressed into authentic English.

Key points of teaching pronunciation are:

1. Identify contrastive consonants and vowels, i.e., buy-pie, van-fan, die-tie, beat-bit, bet-bat, etc.
2. Use these in sentences.
3. Emphasize the rhythm and intonation of the sentence by exaggeration of stress words or by beating or clapping them out.
4. Make practice regular and enjoyable. Ask students what sounds are hard for them and practice these.
5. Record and play back students' speech and analyze it.

As students pronounce more and more correctly,they gain in self confidence. In fact, they take great pride in finally saying it "like an American".

READING

The third communication skill ESL students need to develop is reading--getting meaning from written material. The skill of reading addresses a student's ability to recognize and read material ranging from numbers and letters, to whole words, phrases, sentences and paragraphs. ESL students have very different and wide-ranging reading needs.

The same basic principles used for developing oral language are used to introduce reading activities. Emphasis at all stages is on acquiring a reading vocabulary that is meaningful, useful and involves students personally. Listening and speaking should precede reading. Pre-literate and beginning level students should first have sufficient background in oral English to feel comportable with the target language before beginning the reading process.

Pre-Reading Preparation Techniques

1. Illustration and Title Clues--Students discuss what the subject is, what the picture tells them about the subject, how they feel about the subject.

2. Discussion Topics--Questions from the end of the reading selection are used to raise awareness and give focus to the reading.

3. Content Expectation--Students make predictions about the reading before reading it.

4. Point of View--Students anticipate how the writer feels about the subject of the selection.

Reading Stages

Stage I Pre-literate students are taught the mechanics of associating meaning with printed words and sentences, left to right progression, word attack skills and sight word vocabulary.

- traffic signs
- labels
- grocery ads
- classified ads
- forms and applications
- telephone numbers
- addresses
- schedules

Stage II Students read the material they have learned to speak or material they have memorized.

- dialogues
- action sentences
- experience stories
- selected sentences from the oral lesson

Stages I & II are primarily oral activities.

Stage III Students begin to read material they are unfamiliar with. New vocabulary is presented and clarified. At this stage, pre-reading preparation is essential because it sets the stage for the material that is being presented. Students begin silent reading activities.

Stage IV Students' reading skills are developed mainly through silent reading activities with implicit and explicit comprehension questions. Pre-reading preparation is important at this stage also.

1. Skim and predict outcomes.
2. Read for meaning and ideas.
3. Guess meaning of unfamiliar words from context.
4. Experience a variety of types of written English.
5. Read for pleasure.

WRITING

The fourth communication skill is writing. ESL students' needs for writing range from practical needs such as being able to fill out simple information forms to writing personal correspondence, original stories and poetry. Because most ESL students have not fully mastered English oral and reading skills, it is important that their writing reinforce and extend their language learning. A successful ESL writing program emphasizes relevancy and usefulness.

Some Techniqes For Teaching Writing

Beginning Levels

1. Modeling. Copy the sentence or paragraph.
2. Manipulating the material by changing some part of it. (singular, plural, tense, negative/positive)
3. Writing complete sentences in response to questions.
4. Creating a group story. Teacher writes student-dictated sentences on the board.
5. Writing student compositions.

Some Techniques For Teaching Writing
Intermediate and Advanced Level

1. Base student writing on personally meaningful topics.

2. Provide models for students to follow.

3. Give students pre-writing activities to review orally what they want to say in writing.

4. Present writing as a creative activity.

5. Avoid extensive error correction in beginning stages. Make corrections only after student is able to write comfortably and fluently.

6. Relate writing assignments to reading and speaking activities initially. Expand to other subjects as students' abilities increase.

7. Use journal writing as an on-going writing activity to involve the students in written dialogue.

THEORY AND METHODOLOGY

ACQUIRING A NEW LANGUAGE

What is known about how students acquire a second language? And can the teacher aid in that process? Stephen Krashen in Principles and Practices in Second Language Acquisition (1982) has identified certain principles which, when applied to teaching situations, can facilitate the learning process.

These are:

1. The input (what the student receives) must be interesting and relevant.

2. It must be comprehensible.

3. It should not be grammatically sequenced. (It should be spoken in natural English.)

4. It should be provided in sufficient quantity to reinforce meaning.

5. The anxiety level of the students should be kept low. Students should not be on the defensive.

Teachers have always known that students learn best when the subject matter is meaningful and when they have plenty of opportunity to practice without fear of criticism. Students need to feel that the teacher won't be angry or annoyed if a mistake has been made for the hundredth time. (Making mistakes is the nature of language acquisition). Providing such conditions can go a long way in helping adult learners in the seemingly overwhelming task of acquiring a new language.

METHODS OF TEACHING ESL

What is the best way or method of teaching English as a Second Language--or, more importantly, is there a best way? These questions have been asked and continue to be asked by researchers and teachers alike, as they try to get a handle on a very complex problem. It is known that sooner or later, all students learn the language in varying degrees (given exposure to the language) regardless of the method used. As professionals, teachers want to know not only what the various methods are, but their aims and purposes.

Whatever the current research shows, most teachers know intuitively that one method alone will not serve all their needs. They often, therefore, are quite eclectic in their selection of methodology--picking and choosing the best features from a variety of methods.

The following are some of the more common methods with their salient features.

Common Methods of Teaching ESL

Method	Salient Features
Grammar-Translation	Reading by translation. Learning grammar rules.
Direct Method	Communicating and thinking in target language. Little reading and writing.
Audio-Lingual Method	Modeling grammatical structures. Reading and writing based on oral work.
The Silent Way	Teacher is active in setting up situations. Teacher talk is minimal.

Community Language Learning	Teacher is counselor. Students design syllabus.
Total Physical Response	Teaching grammatical structures embedded in teacher commands. Students act out comprehension.
The Communicative Approach	Stresses communicative competence. Stresses function over form.
The Natural Approach	Communication about ideas, solving problems. Authentic materials used.

EFFECTIVE TEACHING

Every teacher wants to be an effective teacher, so that what is presented is understood, and the class moves smoothly from one activity to another. All teachers know the frustration of having explained something, clearly they thought, only to be received with blank faces and uncomprehending looks.

Good ESL teaching does, in fact, follow some specific steps which teachers can use to allow students to grasp the material quickly and in an organized way. These steps are:

1. Establish meaning. Whether through pictures, pantomine, or even translation, meaning must be established before continuing with the lesson.

2. Check for comprehension. Spot check, making sure that all students know what is being talked about.

3. Practice it. Practice must be meaningful, communicative, and progressive in difficulty.

4. Apply it in a new way. Utilize it in meaningful conversation with other students.

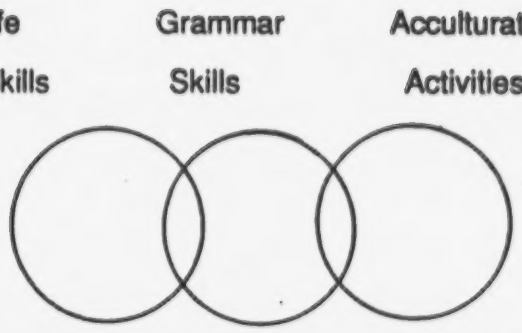
5. Review and reteach the above steps.

These guidelines provide the teacher with a workable framework which simplifies the job and makes sense to the students.

From Escobar and McKeon "Four Phases of the Teaching and Learning of a Second Language"(1979).

E S L CURRICULUM

COMPONENTS OF AN ESL CLASS



How do teachers decide what to teach in a given class? What is their curriculum? How much latitude do they have? Some teachers have a text and stick to it. That is their curriculum. Other teachers find that there is no text which quite meets their needs. They do what makes most sense to them. Then, there are teachers who do a little of both. Nonetheless, all teachers need and want guidelines or parameters which promote stability and reflect sound teaching principles. With this in mind, the following have been identified as basic components for any given ESL class or program:

1. Life skills
2. Grammar skills
3. Acculturation activities

TEACHING LIFE SKILLS

Life skills are those which enable a newcomer to this country to function effectively as quickly as possible in his new environment with the goal of becoming a full participating member of his community. Such life skills are:

Health
Transportation
Employment
Housing
Community Resources

Life skills are best taught when the students are provided with:

1) Workable vocabulary
2) Ample opportunity to practice
3) Simulation of such skills

Pictures and real life objects are extremely effective tools for teaching life skills.

(See supplement for examples)

TEACHING GRAMMAR SKILLS

Some students feel that they aren't really learning English unless they study some grammatical structures. They expect it. Some even perceive that this is the "real" English. There are many grammar based texts which give both the teacher and the student a needed sense of control over the target language. Furthermore, the writing of grammar exercises can serve the function of providing the necessary quiet time in order for the lesson to sink in.

Although there is no hard evidence showing that learning grammatical structures automatically transfers itself to spoken language, it is nonetheless very valuable for students to learn how the language works. Further, the most successful grammar lessons include all three modalities: speaking, reading, and writing.

Naturally, the introduction of any grammar should be related to common student experiences. Teachers need to be sensitive to the background of class members. Students with a limited grasp of grammatical structures in their native language will be overwhelmed with English grammar. On the other hand, students with a strong background in their native language will find English grammar challenging and meaningful.

ACCULTURATION ACTIVITIES

Students enjoy being exposed to the real world with a variety of authentic materials as well as opportunities to go on field trips and to hear guest speakers. Such activities are enormously valuable in helping students to negotiate the language in authentic settings with American speakers.

Almost any written material: maps, brochures, leaflets and newspapers can and should be a basic part of the curriculum. These can be used as the basis of:

1) information
2) vocabulary lessons
3) grammar lessons
4) idiom lessons
5) dialogues
6) reading and writing exercises

As the teacher becomes aware of her students' needs and interests, these could easily become the basis of many acculturation activities.

DAILY ESL AGENDA

A daily routine gives structure to a class and creates an environment of order and purpose for both the students and the teacher. There are two basic methods of approaching class organization or agenda: one is to have a teacher centered agenda where the teacher presents the topics of the day. The other is a student centered one where students decide ahead of time what tasks they need to complete. A combination of these two approaches often works well, especially with the problems of integrating new students on a daily basis.

The daily agenda should contain both whole group and small group activities so that the individual needs of students can be addressed in a number of different ways. The following sample agenda demonstrates how a variety of classroom activities can be integrated into a two or two and a half hour class period providing different types of learning experiences.

SAMPLE DAILY AGENDA

Greeting the students	10 min
Roll call Introducing new students to the class	
Warm up	10 min
Day, date, year, weather Dialogue practice Pronunciation practice	
Presentation of core lesson	30 - 40 min
The whole class participates in listening speaking, and responding to instructions.	
Class is presented with follow up written exercises.	
Additional work is posted on the board for students who work very quickly.	
Small group activities	30 - 40 min
While the class is doing written work the teacher works with 6 -8 students in free conversation, etc. A different group is chosen every day. (In this way, a teacher can identify and address special problems.)	

Whole group activity — 30 - 40 min

Check the written work: students write on board, read answers, or teacher checks.

The small group does as much as time allows.

Concluding activities — 10 min

Collect books.
Straighten up room.
Review.
Simple game or drill.
Pertinent announcements/compliments.

Beginning Level Lesson Plan

	Objectives	Materials	Pre-teaching	Activities
Life Skills	To address an envelope.	Envelopes Stamps Change of	Vocabulary: envelope, stamps, zip code, etc.	Filling out forms. Dialogues on buying stamps.
Grammar Skills	Present tense: need, want Pronouns	Worksheets with pictures Grammar books.	Nominative and accusative pronouns. Writing sentences.	Review new vocabulary
Acculturation	A visit to the post office	-----	Vocabulary: numbers, blocks, traffic light, etc.	Listening to a native speaker. Buying stamps

Intermediate Level Lesson Plan

	Objectives	Materials	Pre-teaching	Activities
Life Skills	To fill out job application To follow directions.	Authentic job application forms	Vocabulary: prior work experience, references, etc.	Discussion of forms.
Grammar Skills	To abbreviate correctly. To spell correctly	Sample copies of filled out forms.	Capitalization punctuation, and abbreviations.	Spelling exercises of streets, cities, state, etc.
Acculturation	To identify jobs from the news-paper. To locate them.	Newspaper want ads.	Vocabulary of job listing, kinds of jobs, area of city, etc.	Report name of job and location from a want ad. List jobs on board.

Advanced Level Lesson Plan

	Objectives	Materials	Pre-teaching	Activities
Life Skills	To identify important parts of the city.	Pictures Brochures, Maps.	Vocabulary of landmarks and major streets	Free conversation about buildings and function. Locating them on a map.
Grammar Skills	Use of passive voice.	Worksheets or grammar book	Transitive sentences. Past participle of verbs.	Change active voice to passive voice in written form and spoken form.
Acculturation	A visit to the Art Museum.	-----	Vocabulary related to paintings and artists: landscape, portrait, still life, etc.	Listen to a guided tour. Write a report.

CLASSROOM MANAGEMENT

Teachers often want to know how much time they should spend on a given activity. Flexibility is the keynote here. If students are interested and enthusiastic about the activity, it is wise to stay with it until it is completed. Otherwise, dividing the skills generally into three parts may be use as a gneral guideline. Furthermore, pacing oneself is an extremely important aspect of good teaching and takes a special sensitivity or sixth sense to be aware of the rhythm of a given class. When students are involved, talking, asking questions, it means that the teacher has "reached" her students and both good teaching and significant learning is taking place.

Although it is desirable for each part of the day's topic to reinforce the other parts, such a goal is not always possible. It is more ideal than real--given the very real problems of interruptions with new registrations, tardiness, and irregular attendance. Therefore, there should be no cause for alarm when, for example, the grammar skills do not relate to the life skills. Further, enrichment activities can and often do stand on their own.

It is almost axiomatic that what is planned, taught, and learned in any ESL class can turn out to be quite different from the original intention. Grace and good humor are necessary in keeping one's professionalism intact.

TESTING

Testing can be used for placement, diagnosis and progress. If an ESL program has several classes and levels, a placement test is given on intake to place the student in the appropriate level class. In multi-level classes, a placement test can give the teacher background information on the proficiency of students, so that appropriate materials can be selected.

Placement tests usually focus on oral (listening/speaking) communication proficiency. Special problems in reading and writing will be determined as the teacher becomes acquainted with individual students as the class progresses. Placement tests should be short and informal. (See appendix for sample placement tests).

Diagnostic tests are used to determine areas where students are deficient (or proficient). Commercial diagnostic tests are often threatening to adult ESL students, and so should be used sparingly, and only with higher level students. A sensitive teacher is the best judge of students' proficiencies and deficiencies.

Informal classroom "testing" is an on-going activity in an ESL classroom. This type of testing is part of the teaching process. At this time, the teacher finds out if the students have learned what has been taught. Successfully demonstrating newly acquired competencies provides feedback to the teacher and the students on their progress.

Advanced level students, who are "test oriented" often request more formalized testing such as the Michigan Test of Aural Comprehension and the TOEFL. Experience in test taking can be useful to them if they pursue further education.

SUPPLEMENTS

COMMUNICATION COMPETENCIES CHECK LIST

Beginning Level

Listening/Speaking	Reading	Writing
___ Say letters of alphabet, numbers to 100, days and months, basic colors, seasons, common ordinal numbers	___ Read alphabet and numbers	___ Write name, address, telephone number
___ Ask and answer simple questions about self, family, occupation, address, telephone number	___ Read date, time, day	___ Fill out simple application forms
___ Ask for emergency assistance	___ Read labels on clothing and packaging	___ Write letters of alphabet in manuscript-upper and lower case
___ Describe medical symptoms and illnesses	___ Read simple experience stories	___ Tell and write time
___ Identify American currency, give and accept change	___ Read traffic signs and other public signs	___ Write numbers from 1-100
___ Use standard polite expressions including greetings, leave taking, introductions	___ Read simple health terms (medicine, prescriptions)	___ Write numbers in dollars and cents
___ Request and follow simple directions	___ Read a calendar	___ Write days of week, months of year
___ Ask and answer questions about time, weather, dates	___ Read simple common abbreviations (Mr., Ms., Mrs., Rd., etc.)	___ Use capitals and simple punctuation
___ Identify basic objects relating to classroom, home, clothing, food	___ Read basic sight words	___ Write simple personal notes and letters
___ Give personal data: height, weight, age, hair/eye color		___ Spell simple one-syllable words

Bilingual Education Service Center, Arlington Hts., Ill., 1975*

COMMUNICATION COMPETENCIES CHECK LIST

Intermediate Level

Listening/Speaking	Reading	Writing
____ Describe family relationships (mother-in-law, aunt, nephew, etc.)	____ Read silently for comprehension	____ Fill out simple application forms
____ Ask and answer questions with What, Where, When, How, Why	____ Read and understand maps	____ Write simple personal and business letters and address envelopes using abbreviations
____ Demonstrate and explain a simple task	____ Read and understand transportation schedules	____ Answer questions from reading selections
____ Distinguish between similar sounding numbers (15/50)	____ Pronounce new words	____ Write original sentences using specified vocabulary
____ Respond to questions about own ethnic group and native country	____ Read essential forms, numbers, labels, signs, and other written survival information	____ Substitute words in paragraph (changing tense, singular to plural, gender, number, etc.
____ Give information about previous work experience, job skills, education, job status	____ Use dictionary, catalogues, telephone books, and simplified reference materials	____ Fill in missing words from prepared paragraph (Cloze)
____ Ask for clarification and make corrections	____ Read and understand advertisements, menus and simplified news articles	____ Write controlled paragraphs describing pictures
____ Discuss holidays and celebrations in U.S. and native country	____ Read price information, utility bills, pay check stubs	____ Write paragraphs describing dialing activities, family members, self, places, etc.
____ Give and follow directions to specific destinations	____ Read simple directions, recipes, instructions	____ Use capitalization, punctuation appropriately
____ Use telephone for getting information, making appointments, etc.	____ Read for enjoyment	

*Bilingual Education Service Center, Arlington Hts., Ill., 1975

COMMUNICATION COMPETENCIES CHECK LIST

Advanced Level

Listening/Speaking	Reading	Writing
___ Make requests, express intent, give and take directions and instructions	___ Read for specific information	___ Write dictated sentences and paragraphs
___ Converse informally with classmates, teachers, friends	___ Read for implied information	
___ Discuss world and local news	___ Define meaning of unknown vocabulary from context	___ Write descriptions and narratives in paragraph form
___ Give oral reports based on information from reference materials	___ Read newspaper (want ads, movie schedules, entertainment, advertisements)	___ Summarize written and spoken material
___ Use telephone to make/change appointments, get information	___ Read aloud, using appropriate phrasing and expression	___ Write personal notes of thank you, apology, invitation, explanation, and excuse
___ Plan in small groups to carry out classroom activities	___ Use general reference materials for locating needed information	___ Fill out actual money orders, checks, deposit and withdrawal slips
___ Interview resource persons and classmates with self-generated questions	___ Read cartoons, footnotes, map legends, indexes, glossaries and tables of contents	___ Fill out standard change of address, medical history, mail order forms
___ Summarize material studied in class	___ Read in English for enjoyment	___ Fill out driver's license, job and credit applications
___ Use American idioms and slang expressions appropriately	___ Read newspaper headlines, idioms and articles	___ Write creatively
___ Discuss American holidays and customs and compare with native country	___ Read driver's license and other consumer manuals	___ Use punctuation and capitalization correctly
		___ Use prefixes, suffixes, and abbreviations

*Bilingual Education Service Center, Arlington Hts., Ill., 1975

GRAMMATICAL STRUCTURES

The following grammatical structures are compatible with those presented in most ESL textbooks. The structures can be introduced in the order that best suits the needs of students in a particular class.

Focusing on a grammatical structure makes students aware of the structure and provides practice using it.

Structures are learned gradually and simultaneously, not sequentially. Review and reinforcement of structures is an on-going part of the curriculum.

Vocabulary and structures should be correlataed with relevant life skills. Examples of correlated structures and functional situations follow.

Structural Focus	Functional Focus
1. Hello. Good morning, afternoon. How are you? Fine, thanks. Goodbye. See you.	Greetings and leave taking Days of Week Tomorrow
Visual discrimination between shapes, letters, words, numbers. Left to right progression Concept of same and different.	Reading readiness activities
I'm _____ . This is _____ . Pleased to meet you.	Introductions: self, others
My name is _____ . My address is _____. What's your name?	Oral and written response to requests for personal information spelling name address telephone number Social Security Number Age Numbers 1 to 10
Names of letters of alphabet. Association of upper case with lower case letters. Auditory discrimination between consonant and vowel sounds. Sound/symbol association. One sound for each letter of the alphabet.	Reading readiness activities
My first name is _____. My middle name is _____. My last name is _____. How many?	Fill out application forms Numbers 11 - 30

BEGINNING LEVEL

Structural Focus	Functional Focus
Present tense of "to be" statements - positive and negative questions short answers Prepositions in, on, under, etc. Plurals Personal pronouns	Cardinal numbers Telephone numbers Family realtionships Colors Articles of clothing Money
Present tense of other verbs Use of "s" in third person singular "Do" and "does" in questions and negatives Short answers Position of adjectives Possive pronouns Question words - "When", "where", "who", "what"	Telling time Parts of the body Days, months, seasons Occupations
Auxiliary verb "can" (to be able to) with statements, questions and short answers Present continuous tense formation and use Future tense using "Going to" Frequency words - use and position Prepositions with expressions of time and place Count and mass nouns	Activities Furniture Buildings and services Ordinal numbers Addresses Application forms

INTERMEDIATE LEVEL

Structural Focus	Functional Focus
Review verb "to be"	Geographic orientation
Statements	Landmarks
Questions	Streets
Negative	Directions
Short answers	Bus schedules
Contracted forms	States, cities, counties
Future tense with "going to"	Lakes, rivers, oceans
	Occupations
Personal and possive pronouns	Careers
Regular verbs	
Third person singular	Shops, stores, services
	Tools, gadgets, equipment
	Application forms
Simple past tense	School
Pronunciation of t - d- id	Job
Formation of questions and negative	Loan
Irregular verbs	Credit
Past tense	Grants and financial aid
Formation of questions and negative	
Future tense with "will"	

INTERMEDIATE LEVEL

Structural Focus	Functional Focus
Preposition	Consumerism
Idiomatic	Clothing
2 word verbs (take off, put on try on, turn off, turn on)	Shopping, sizing, saving
Object pronouns	Food
Can	Coupons
May	Advertisements
Have to	Comparative shopping
Must	Housing
Ought to, should	Apartments
Future forms besides "will"	Houses
Want to	Appliances
Plan to	Names and functions
Expect to	Guarantee
Adjectives of quantity with mass nouns	Warranty
	Refund
	Money Management
	Banking
	Credit
	Loan applications

INTERMEDIATE LEVEL

Structural Focus	Functional Focus
Comparative degree - adjectives and adverbs	Health
Superlative degree - adjectives and adverbs	Parts of body
Review cardinal and ordinal numbers	Simple illnesses
Definite and indefinite articles	Calling a doctor
Adverb placement	Making medical appointments
Reflexive pronouns	Emergency health care
	Review telephone numbers
	address
	dates
	Community resources
	Libraries
	Adult Classes
	Concerts
	Recreation
	Museums
	Government
	Political structure
	Welfare benefits
	Social Security
	Taxes
	Voting

ADVANCED LEVEL

Structural Focus	Functional Focus
Present perfect continuous tense	Three levels of government
Statements	Local
Questions	State
Negatives	National
Short answers	Major government officials
Past Perfect tense	Current events
Statements	Taxes
Questions	American history
Negatives	Consumerism
Short answers	Renting, buying selling
Use of still, already, anymore, yet	Credit
Infinitives as objects	Complaints
Tag endings	Weights and measures
Past continuous tense	Contracts
Indirect speech	Banking
Direct speech	

ADVANCED LEVEL

Structural Focus	Functional Focus
Present perfect tense Statements Questions Negatives Short answers Additional idiomatic two word verbs look over mix up turn over think over turn out used to had better would rather Comparisons the same as, different from, more than, as ..... as "It" and "there" as subjects Gerunds Passive voice Conjunctions therefore however because	Geography National and local Major cities Rivers, lakes, mountains Parks Ohio Local community Directions Jobs Occupations How to locate Application forms Interviews Job seeking skills

ADVANCED LEVEL

Structural Focus	Functional Focus
Conditional sentences	Health and Safety
Future-possible	Simple first aid
Present-unreal	Calling an ambulance
Past-unreal	Common medical supplies
Use of present tense after	Health Insurance
if, when, until, before, unless,	Interpersonal Communications
as soon as, as long as, while	Polite requests
The subjunctive after "wish"	Polite refusals
Auxiliary verbs used with	Excuses and apologies
so, too, either, neither	Greetings
Causative form	Congratulations
to have	Expressions of sympathy
to get	

PICTURES IN THE ESL CLASSROOM

Pictures are an essential component of ESL teaching, especially in low level classes. Some uses for pictures are:

introducing vocabulary
clarifying meaning
stimulating discussion
drills
games
exercises
writing

The following types of pictures are useful in ESL teaching:

PICTURES THAT ACCOMPANY TEXTS

Texts are best when they have many simple, appropriate pictures. Some publishers also provide large pictures, big enough for the whole class to see, that can be used for pre-teaching and practicing the lessons. These are very helpful.

SEPARATE PICTURE WORKSHEETS -- VOCABULARY

These are reproducable pages containing many examples of a given classification (food, animals, clothes, occupations, etc.). Some possible activities with these are:

discuss and label them
write a sentence about each
ask and answer questions in pairs
("Do you like....?" "Do you have...?" etc.).
cut and mount them on cards for matching games

PICTURES SETS FOR TELLING STORIES

In these sets, four large pictures tell a complete story. Using them for discussion or writing, students learn to express themselves in narrative form.

THE TEACHER'S OWN PICTURE COLLECTION

There is no more useful resource than a teacher's own collection of pictures, gathered over the years. Pictures can be found in magazines, calendars, even newspapers and cereal boxes. Look for pictures that:

are easily seen and understood from a distance
are colorful and amusing if possible
show people doing things
(occupations, sports, family situations, etc.)

Mount the pictures on construction paper or cardboard. A good collection grows slowly, but will prove its worth for years to come.

Some uses of these pictures are:

introducing and drilling vocabulary
"What is he?" "Wher is she?" "What are they doing?" etc.

drilling grammar
"What's he wearing now?" "What did he wear yesterday?" "Who's the oldest?" "The tallest?" etc.

written exercises
Tape some pictures on the board. Write questions beside each picture Students copy and write the answers.

conversation
Pass out pictures. Students tell each other about the pictures, or ask and answer questions.

writing assignments
Students describe a picture or tell what they think has happened or is going to happen. When each composition is read aloud, other students can try to identify which picture is being described.

STICK FIGURES FOR FUN AND LEARNING

The Teacher as Artist

Perhaps the most useful pictures of all are the impromptu "stick figure" type that the teacher draws on the blackboard. No artistic talent is needed for these, and no teacher should feel shy about using them. When words aren't succeeding in getting an idea across, a silly little picture can often do the trick, and at the same time lighten the mood of the class. For example:

A teacher can also make such drawings ahead of time, using markers on paper. For more permanent ones, cardboard (such as file folders) can be used.

The Student as Artist

Students are delighted to have a chance to express their ideas this way, too. Here's one possible activity:

1. Pass out paper and markers (used for easier visibility).
2. Draw on the blackboard "My Family," "My Neighborhood," "Something that happened to me," or some such subject.
3. After discussion of the teacher's drawing, students draw their own pictures.
4. In small groups of pairs, students tell about their pictures and ask and answer questions.

REALIA IN THE ESL CLASSROOM

Realia (real objects, or models of them) are even more valauble than pictures in a low-level ESL classroom. They can be manipulated, talked about, asked for, played with, etc., et Before teaching any lesson, consider whether some kind of realia could be included with it.

Here are some kinds of realia to collect and use:

PLASTIC FRUIT AND VEGETABLES

Look for these at flea markets and garage sales.

Items included:

- any realistic plastic
  - fruit
  - vegetables
  - eggs
  - other food

(Several of each are helpful).

Uses:

- drills
  - names
  - colors
  - plurals
  - "a", "an"
  - "I have," "I want"
- role play
  - shopping, table conversation
- games
  - "Guess what I have," etc.

NOTE: If you haven't yet found a plastic model of a fruit or vegetable needed for a particul lesson, you can bring a real one that day.

MEASURES

Items included:

- measuring cup
- measuring spoons
- milk or other cartons (pint, quart, gallon)
- bottles of various sizes
- cans
- ruler
- yardstick
- scale

Uses:

- drills
  - names of units of measures
  - comparison of adjectives
  - plurals (including use with mass nouns)
- life skills
  - learn US system of measurements
  - learn own height and weight
  - read and follow recipes
- role play
  - shopping
  - cooking

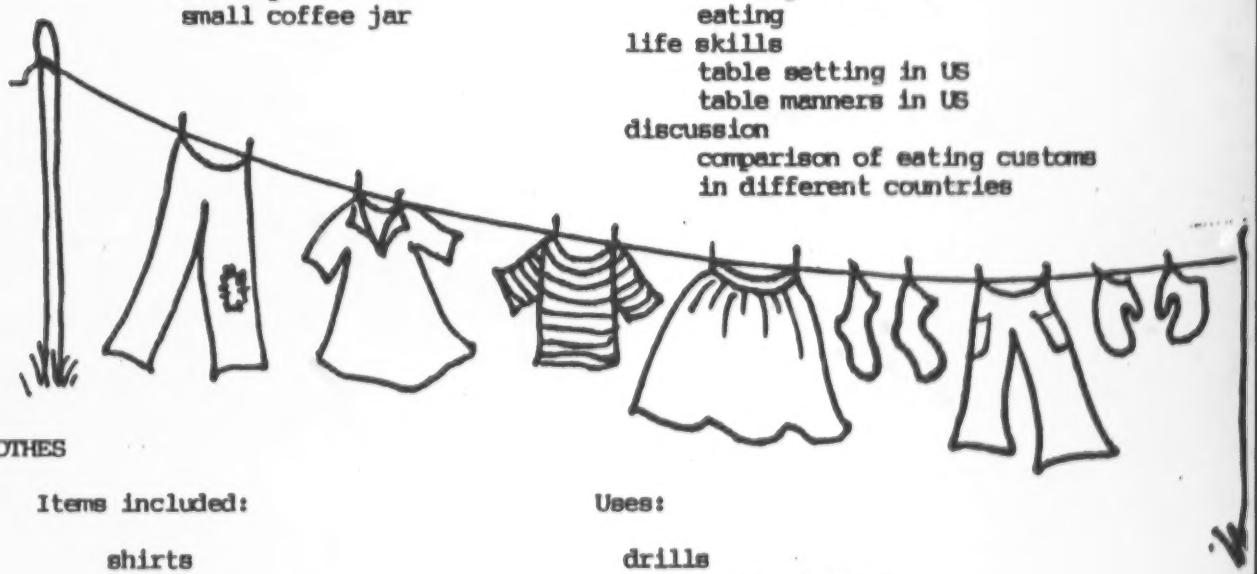
DISHES

Items included:

- some plastic or paper
  - plastics
  - bowls
  - cups and saucers
  - glasses
  - knives, forks, spoons
  - napkins
  - salt and pepper shakers
  - tea bag
  - small coffee jar

Uses:

- drills
  - names
  - plurals
  - prepositions of place
  - "How many?"
  - "There is," "There are,"
- following directions
- role play
  - setting the table
  - eating
- life skills
  - table setting in US
  - table manners in US
- discussion
  - comparison of eating customs in different countries



CLOTHES

Items included:

- shirts
- pants
- skirt
- blouse
- sweater
- jacket
- socks
- stockings
- scarf
- belt
- gloves
- mittens
- hat
- ect..

It helps if these are many different colors and sizes, some obviously old and some comparatively new, some clean, some dirty.

Uses:

- drills
  - names of items
  - position of adjectives
  - opposites
  - comparisons
  - "put on," "take off"
- "too large," "too short," etc.
- role play
  - shopping
  - exchanging
  - compliments
- life skills
  - learning about sizes in US
  - reading and understanding clothing labels
  - formal and informal dress

MONEY

When the class is studying money, bring LOTS of change, including at least one ha dollar. Put at least 10 coins in front of each student. They can:

identify coins
tell how many pennies, etc.
ask each other for certain amounts
write amounts, using c, $, and words
role play shpping, making change, etc.

For classroom demonstration purposes, make construction paper disks of various size, from about 2" to 5" in diameter. (Draw around circular items, such as jar lids o inverted bowls.) Label them 1c, 5c, 10c 25c, and 50c. Also make some rectangles to represent bills of various denominations. These can be taped to the blackboard. Some uses are:

Demonstrate counting.
Teacher puts various combinations on the board.
Students tell or write the amount.
A student goes to the board. The teacher (or another student) calls out amount. The student places the right amount of paper money on the board.

CLOCKS

A good way to practice telling time is with paper clocks. Give each student:

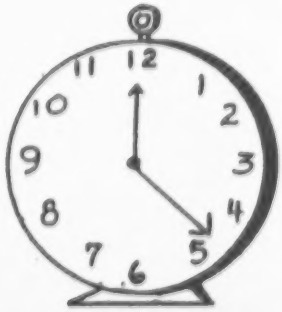
a paper plate
2 hands cut from construction paper
(about 2" and 3" long)
1 spread fastener

Students write numbers on the plate and attach the hands.

Uses:

Set the clock to a given time.
In pairs, ask and answer questions about time.
Show what time various things occur.
Discuss and show "20 minutes ago," "10 minutes from now," etc.

These can be kept in the classroom to use again. Since students like to use the one they made themselves, put names on the back.



MISCELLANEOUS

A miscellaneous box is a place to keep any items of realia that has proved usefu and may again. Here are some examples of items such a box might contain:

Items:	Uses:
a newspaper a magazine a comic book a letter	"What is he reading?"
lipstick medicine bottles liquor bottles record	"Where's the cosmetics (pharmacy, liquor, record) section (or store)?"
a doll (girl) a toy fish a plastic bird a small pan a zipper	introducing letter sounds (Laubach, book 1)
a lock and a rock	practicing "l" and "r"
an assortment of paper items a bus transfer a bus schedule a store receipt a prescription a utility bill a restaurant check a change-of-address card	various dialog and role-play situations

ALPHABETICAL SHOPPING LIST

Student #1: I went to the store and bought an apple.

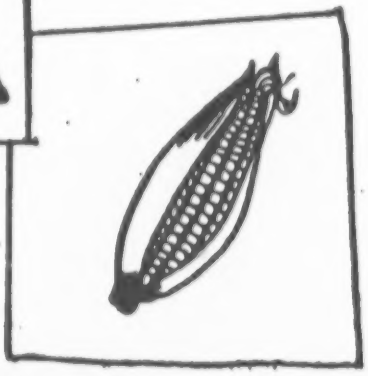
Student #2: I went to the store and bought an apple and a banana.

Student #3: I went to the store and bought an apple, a banana, and a cucumber.

Student #4: I went to the store and bought an apple, a banana, and a cucumber and a donut.

Continue around the room until the alphabet is complete.

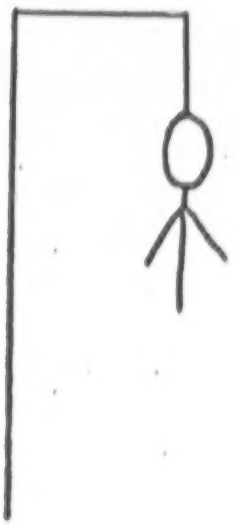
Ask for a volunteer to recite all the purchases without referring to notes or coaching from classmates!



HANGMAN

An end-of-class, upbeat activity.

1. Teacher selects a word from the day's lesson.
2. She writes a line on the board for each letter.
3. Students take turns guessing a letter.
4. For each wrong guess, a part of a stick-figure is produced hanging from gallows.
5. Students may try to guess the correct word during their turn.



IDENTIFICATION GAME

After studying related objects such as school supplies, small kitchen utensils, or holiday symbols, place objects in numbered paper bags. (one per bag)

1. If there are fifteen bags, have students number from 1-15 in their notebooks.
2. Each student receives a bag if possible. Try to have as many objects as there are students.
3. Students have 15 seconds to peek in the bag and identify the object.
4. The students write the word next to the correlating number.
5. Students must then pass the bag to the person next to them or in some form of rotation until all bags have been viewed by everyone.
6. Starting with bag number 1, the teacher removes the item and checks for the correct response.
7. Numbered file cards with pictures of food, clothing, fruit, or vegetables can be use instead of bags.

WHAT'S MY LINE

After practicing the names of assorted professions, try this activity.

1. A student sits facing the class.
2. The teacher writes an occupation on the board for the class to see.
3. The student with his back to the board, asks classmates yes/no questions.
4. After 5 questions, he can try to identify the occupation.

For example: The word written on the board is "doctor".

Student Questions:

1. Do I wear a uniform?
2. Do I work outside?
3. Do I have a college education?
4. Is my work dangerous?
5. Do I work in a hospital?
6. Am I a nurse?

COUPON CLIPS

An assortment of manufacturers' coupons can generate an interesting and valuable classroom session. Students become familiar with some real-life skills and numerous terms: brand name, expires, void, etc.

Procedure:

1. Distribute 4 or 5 coupons to each student.
2. Have students arrange coupons into various categories: The most valuable, the least valuable, that which will expire soonest, the total amount possibly saved, etc.
3. Allow students to report their findings orally or in written form.
4. After completion of the activity, allow students to keep or swap coupons they might want to use.

SING A SONG

For low-level students, the simplest songs are the most suitable.

1. Isolate and practice new vocabulary.
2. Write the song on the board or pass out copies.
3. Read the song to the class.
4. Have students repeat each line several times.
5. Listen to a recording or sing aloud while students listen.
6. Encourage students to sing each line repeatedly until they have mastered it.
7. Sing through the entire song.
8. If possible, record the students' singing. Let them hear it.
9. With a large, cooperative group, try singing in rounds.
10. Don't push singing if your class appears uncomfortable with it.

SONGS THAT REALLY WORK

ROW, ROW, ROW YOUR BOAT
YOU ARE MY SUNSHINE
ARE YOU SLEEPING
IT'S RAINING
OLD MACDONALD
BINGO (THE DOG)
HEAD,SHOULDERS, KNEES AND TOES
SHE'LL BE COMING ' ROUND THE MOUNTAIN
I'VE BEEN WORKING ON THE RAILROAD
10 LITTLE INDIANS
HE'S GOT THE WHOLE WORLD

Songs as Listening Exercises

Lengthy songs and ballads such as Cruel War, Where Have all the Flowers Gone and Time in a Bottle, can be used for listening comprehension.

1. Pre-teach names and difficult vocabulary.
2. Listen to the recording.
3. Write questions on the board to guide subsequent listening.
4. Check for comprehension.
5. Follow with discussion of theme, universality, and emotional reaction.

NATIONAL ANTHEMS

Although difficult to sing, students are interested in the historical significance of The Star Spangled Banner. After studying the lyrics and listening to a recording, students can be encouraged to bring in recordings of their countries' anthems and attempt to write an English intrepretation. In conjunction with this activity, have students draw a replica of their national flag. These can be discussed and displayed.

CINQUAINS

Line 1 = Title	Country
Line 2 = two adjectives	warm, beautiful
Line 3 = three participles	Working, playing, swimming
Line 4 = four-word statement	Many people I like
Line 5 = a synonym for the title	Viet Nam

Students can write simple poems about their countries, holidays, people, or things. Compose several examples on the board with the students' help.

Holiday
Important,beautiful
Praying, singing, worshiping
I feel so good
La Purisima

Girlfriend
Cute, sweet
Studying, dancing, sleeping
I love my baby
Maggie

Puerto Rico
Tropical, beautiful
Swimming, walking, shopping
I like my capital
San Juan

APPENDIX

MATERIALS LIST

Textbooks

Game and Activity Books

Educational Activities and Aids

Assessment Instruments

Sample Placement Tests

TEXTBOOKS

Basal Texts--Preliterate

Real Life English, Preliterate Workbook (Steck-Vaughn)
A New Start, Literacy Workbook 1 & 2 (Heinemann)
Passage To ESL Literacy (Delta Systems)
Laubach Way To English (New Readers' Press)

Supplementary Textbooks

English Step By Step with Pictures (Regents)
Before Book One: Listening Activities for Pre-Beginning Students of English. (Prentice Hall Regents)

Basal Texts--Level I

Real Life English, Book 1 (Steck-Vaughn)
English As a Second Language, Lessons 1-20, 21-40 (Delta)
A New Start (Heinemann)
New Horizons, Book 1 (Addison-Wesley)

Supplementary Textbooks--Level I

English Step By Step With Pictures (Regents)
English For a Changing World, Book 1 (Scott, Foresman)
BASE, Book 1 (Prentice-Hall)
Jazz Chants (Oxford)
Personal Stories, Book 1 & 2, (Delta Systems)

Basal Texts--Level II

Side By Side, Book 1 (Prentice-Hall)
Expressways, Book 1 (Prentice-Hall)
Real Life English, Books 1 & 2 (Steck-Vaughn)
New Horizons, Books 2 & 3 (Addison-Wesley)

Supplementary Textbooks--Level II

Reading

Line By Line, Book I (Prentice-Hall)
No Hot Water Tonight (MacMillan)
Real Life Reading Skills (Scholastic)

Writing

10 Steps (Linc)
Elementary Composition Practice, Books 1 & 2 (Newbury House)

Listening

Selections for Developing English Language Skills (Regents)
Listening Dictation (University of Michigan Press)

Life Skills

English That Works, Book 1 (Scott, Foresman)
English Spoken Here: Getting Started, Health/Safety, Consumer Information, Life in the U.S. (Cambridge)
BASE, Book 2 (Prentice-Hall)

Grammar/Structures

Graded Exercises in English (Regents)
Building English Sentences (Institute of Modern Languages)

Idioms

Attitudes Through Idioms (Newbury House)
Idioms in Action (Newbury House)

Speaking/Conversation

Orientation in American English, Books 2 & 3 (Institute of Modern Languages)
Jazz Chants (Oxford)
English For a Changing World, Books 2 & 3 (Scott, Foresman)
Conversation Book 1 (Scholastic)

Basal Texts--Level III

Side By Side, Book 2 (Prentice-Hall)
Real Life English, Books 2,3,4 (Steck-Vaughn)
New Horizons, Books 4,5,6 (Addison-Wesley)

Supplementary Textbooks--Level III

Reading

Line By Line, Book 2 (Prentice-Hall)
No Hot Water Tonight (MacMillan)
Encounters (Harcourt-Brace-Jovanovich)
Real Life Reading Skills (Scholastic)

Writing

10 Steps (Linc)
26 Steps (Linc)

Listening

Selections For Developing English Language Skills (Regents)
Listening Dictation (University of Michigan Press)

Life Skills

English That Works, Book 2 (Scott, Foresman)
English Spoken Here: Getting Started, Health/Safety, Consumer Information, Life in the U.S. (Cambridge)

Grammar/Structures

Graded Exercises (Regents)
Building English Sentences (Institute of Modern Languages)

Idioms

Attitudes Through Idioms (Newbury House)
Idioms in Action (Newbury House)

Speaking/Conversation

Orientation in American English (Institute of Modern Languages)
Conversation Book 2 (Scholastic)
Expressways, Book 2 (Prentice-Hall)
Jazz Chants (Oxford)

GAME AND ACTIVITY BOOKS

Games and Butterflies. Katherine Kennedy and Ellen Sarkisian. (New Readers Press)

The Complete ESL/EFL Resource Book Jean Maculaitis-Cooke and Mona Scheraga. (National Text Books)

Shifting Gears. Marilyn Gillespie and Igor Barabash. (The Experiment in International Living)

Top 20 ESL Word Games. Marjorie Fuchs, Berenice Pliskin, Claudia Sargent. (Longman)

What To Do Before the Books Arrive. Jean D/Arcy Maculaitis and Mona Scheraga. (The Alemany Press)

EDUCATIONAL ACTIVITIES AND AIDS

When working on vocabulary development:

1. Flash cards
2. Language master cards
3. Worksheets
   a. fill in the blank
   b. matching words and meanings
   c. alphabetizing; using abbreviations
   d. word recognition exercises
4. Tape and word cards
5. Using words in written context
6. Using pictures and words
7. Practicing dictionary skills
8. Games-- bingo, concentration, etc.
9. Language experience
10. Crossword puzzles; word puzzles

When working on other reading development:

1. Using local resource material-- newspapers, advertisements, brochures, pamphlets, etc.
2. Hypothetical situation; real-life situations
3. Graphs and charts
4. Tape and tapescripts
5. Worksheets or workbook pages
6. Filmstrips
7. Rewritten or adapted materials (for better readability level)
8. Library skills

(Remember materials should provide for development of various reading skills) (e.g., getting main idea, distinguishing fact from opinion).

When working on speaking, listening, and viewing:

1. Media-- films, tapes, filmstrips, transparencies, slides
2. Discussion topics
3. Resource people

4. Field trips
5. Shared experiences among adults
6. Photographs to accompany discussions
7. Related displays or bulletin boards
8. Panel discussions
9. Debates
10. Open-end stories
11. Plays or dramatic presentations
12. Teacher lecture or student lecture

When working on computation:

1. Graphs and charts
2. Worksheets or workbook pages
3. Practical experiences (e.g. reconciling a bank statement)
4. Manipulative devices (e.g. Whataburger's Smart Shopper-- a quick easy device to figure unit pricing)
5. Providing actual forms which involve computation (e.g., deposit slip, catalog order blank)

When working on interpersonal relations:

1. Role playing or hypothetical situations
2. Interaction in real situation (e.g., talking to someone from the Better Business Bureau
3. Plays or dramatic presentations
4. Encouragement of participation in community activities
5. Class discussions
6. Resource people

When working on problem solving:

1. Hypothetical situations or role playing
2. Making decisions about real life problems
3. Open ended situations

ASSESSMENT INSTRUMENTS

Basic English Skills Test. (BEST). Center for Applied Linguistics, Washington, D.C. For adult ESL students at the survival and pre-employment level. Tests elementary listening comprehension, speaking, reading and writing skills.

HELP Test. Alemany Press, Haywood, California. For ESL students with little or no oral or writing English skills. Tests reading and writing proficiency; recognition and production of spoken English. Identifies literacy level.

Michigan Test of Aural Comprehension. English Language Institute Testing Service, University of Michigan. For intermediate and advanced level ESL students. Tests listening comprehension and reading skills. Used by language schools and universities as entrance evaluation.

Test of English as a Foreign Language. (TOEFL). Educational Testing Services, Princeton, N.J. For advanced level ESL students. Tests listening comprehension, structure, usage, written expression, reading comprehension, vocabulary and idioms. Used by universities as entrance evaluation.

CLEVELAND PUBLIC SCHOOLS

STUDENT

LOCATION

DATE

SCORE

PLACEMENT

ESL PLACEMENT EVALUATION
Oral Assessment

1. Ask the student to answer in complete sentences.
2. Ask all questions in Section I.
3. Repeat each question once if necessary.
4. Score each answer as follows:

   0 = Did not answer, or irrelevant answer.
   1 = Answered with difficulty. Understood question, incorrect form.
   2 = Answered with ease in reasonably correct form.

5. A minimum score of 10 must be earned in Section I to proceed to Section II.

SECTION I

_____ 1. What's your name?

_____ 2. What's your address?

_____ 3. What country are you from?

_____ 4. What day of the week is today?

_____ 5. Do you live in a house or an apartment?

_____ 6. Am I sitting on a chair or a table?

_____ 7. Can you swim?

_____ 8. How old are you?

_____ 9. When are you going home?

_____ 10. Please write your name. _____

_____ TOTAL

SECTION II

_____ 1. How did you come to school today?

_____ 2. Who came to school with you?

_____ 3. What languages can you speak?

_____ 4. Is it easier for you to read English or to speak English?

_____ 5. How many years did you go to school in your country?

_____ 6. Did you study English in your country?

_____ 7. What were you doing last night at 8:00?

_____ 8. Do you always eat lunch at 12:00?

_____ 9. What foods do you like to eat?

_____ 10. What are you going to do tomorrow?

_____ 11. How long have you lived in Cleveland?

_____ 12. Ask me how long I've lived in Cleveland?

_____ 13. Where is medicine sold?

_____ 14. If you saw a car accident, what would you do?

_____ 15. What do you enjoy doing in your free time?

_____
TOTAL

TOTAL SCORE	RECOMMENDED PLACEMENT
0 - 10	Pre-Level I
11 - 25	Level I
26 - 40	Level II
41 - 50	Level III

Procedure	Test Questions	Response	Score 0	Score 1 2
Point to the woman in the picture.				
	20. Where is she?	"In a supermarket?"	20. ☐	☐ ☐
	She wants to buy some lemons, but she doesn't know how much they cost.			
	21. What question could she ask?	"How much are they?"	21. ☐	☐ ☐
Put the three dollar bills and change (two quarters, two dimes, two nickels, four pennies — $3.84 total) in front of the examinee. *Place one coin of each denomination face up and the others face down.*				
Point to the lemons that the woman is holding.				
	22. These lemons cost 20 cents each. Show me how much money she needs for one lemon. They're 20 cents each.	chooses correct amount	22. △	△
	23. Show me a quarter.	points	23. △	△

SUBTOTAL △ ☐

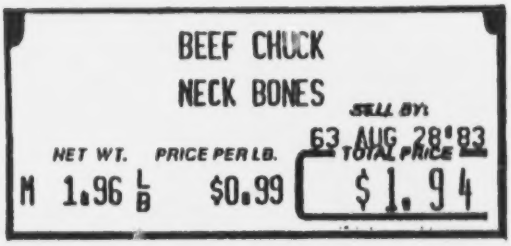
Procedure	Test Questions	Response	Score			
			0	1	2	3
Point to the picture of the accident.						
	36. What do you think happened?	explains	36. ○	○	○	○
	37. What are they going to do next?	tells something	37. ○	○	○	○
Point to the driver.						
	38. How do you think he feels?	"Upset." "Worried." "Sad."	38. □	□	□	
Point to the license plate.						
	39. What's the license plate number?	"252-FLP."	39. □	□	□	
	40. Ask: "252-F-L-D?", intentionally confusing "P" and "D".	Indicates error	40. □	□	□	
Question 41 is intentionally difficult. It should elicit a request for clarification from the examinee.						
	41. In your estimation, was the youngster neglectful?	"I don't understand." "Please repeat."	41. □	□	□	
Point to the cyclist.						
	Do you think the child was wrong?	"Yes/No."				
	42. Why?/Why not?	explains	42. ○	○	○	○

SUBTOTAL □ ○

PART 3

Write the answers.

EXAMPLE:



How much does this package cost? $1.94

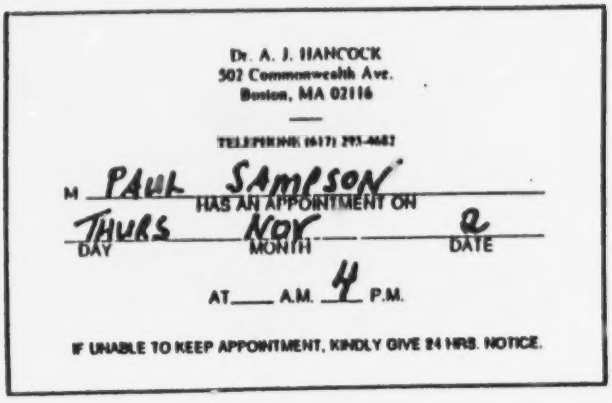
How much does it cost per pound? $.99

1. How much does this package cost? _____

2. How much does this package cost? _____

3. How much is this a pound? _____

An appointment card:



Dr. A. J. HANCOCK
502 Commonwealth Ave.
Boston, MA 02116

TELEPHONE (617) 295-4682

M PAUL SAMPSON HAS AN APPOINTMENT ON

THURS DAY NOV MONTH 2 DATE

AT ___ A.M. 4 P.M.

IF UNABLE TO KEEP APPOINTMENT, KINDLY GIVE 24 HRS. NOTICE.

4. Who is going to see the doctor?
   a. A. J. Hancock
   b. November 2
   c. 4:00
   d. Paul Sampson

5. What time is the appointment for?
   a. 2:00 in the morning
   b. 2:00 in the afternoon
   c. 4:00 in the morning
   d. 4:00 in the afternoon

6. What should the patient do if he can't see the doctor?
   a. Call the doctor on November 1.
   b. Call the doctor on November 2.
   c. Call the doctor on November 3.
   d. Call the doctor on November 4.

PROFESSIONAL RESOURCES

SUGGESTED READINGS

1. Bench Marks in Reading: A Guide to Reading Instruction in the Second Language Classroom. by George Rathmell. The Alemany Press. Hayward, California. 1984.

2. Communication Starters and Other Activities for the ESL Classroom, by Judy E. Winn-Bell Olsen. The Alemany Press. Hayward, California. 1977.

3. English as a Second Language From Theory to Practice, by Mary Finocchiaro. Regents Publishing Co. New York. 1974.

4. From the Classroom to the Workplace: Teaching ESL to Adults, Sophia Behrens. Ed., Harcourt Brace, Jovanovich, Inc. and the Center for Applied Linguistics. Washington, D.C. 1983.

5. A Handbook for ESL Literacy, by Jill Bell and Barbara Burnaby. Oise Press in assoc. with Hodder and Stoughton, Ltd. Toronto, Ontario. 1984.

6. Language Experience Approach to Reading and Writing, by Carol N. Dixon and Denise Nessel. Alemany Press. Hayward, California. 1983.

7. The Listening Approach, by Marvin Brown and Adrian Palmer. Longman, Inc. New York. 1988.

8. The Natural Approach: Lanaguage Acquisition in the Classroom, by Stephen D. Krashen and Tracy D. Terrell. The Alemany Press. Hayward California. 1983

9. Teaching English as a Second or Foreign Language, by Mariane Celce-Murcia and Lois McIntoch. Newbury House. Cambridge, Mass. 1979.

10. Teaching English To Speakers of Other Languages, by Christine Huelt and Georgia Stewart. New Readers Press. Syracuse, New York. 1988

11. The Vocational ESL Handbook, by Joan E. Friedenberg and Curtis H. Bradley. Newbury House Publishers, Inc. Rowley, Mass. 1984.

(Recommended by Linn Farhan and Cynthia Holliday, Ohio Program of Intensive English, Ohio University, Athens, Ohio)

ESL ORGANIZATIONS

OAACE, The Association for Adult and Continuing Education, P. O. Box 1201, Columbus, Ohio, 43216-1201.

TESOL, Teachers of English to Speakers of Other Languages. 1600 Cameron Street, Suite 300, Alexandria, Va., 22314.

Ohio TESOL. Ohio Dominican College, International Office, 1216 Sunbury Road, Columbus, Ohio, 43219.

ERIC, (Sponsored by the Office of Educational Research and Improvement, U.S. Department of Education) ERIC Clearinghouse on Adult, Career and Vocational Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio, 43210.

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Celce-Murcia, Mariane and Louis McIntoch. Ed. Teaching English as a Second or Foreign Language.. Cambridge, Mass.: Newbury House, 1979

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Hjelt, M. Christine and Georgia Stewart. Teaching English to Speakers of Other Languages. Syracuse, N.Y.: New Readers' Press, 1988.

Johnson, Francis and Christina Paulston. Individualizing the Language Classroom. Cambridge, Mass.: Jacaranda Press, Inc., 1976.

Johnson, Robert, Ed. The Second Language Curriculum. New York: Cambridge University Press, 1989.

Krashen, Stephen D. Principles and Practice in Second Language Acquisition. New York: Pergamon Press, 1982.

Reznich, Christopher. Teaching Teachers. Washington, D.C.: The Experiment in International Living Press, 1985.

Zinn, Lorraine and Dorie Aniseman. Teaching English as a Second Language. Albany, N.Y.: New York Department of Education, 1974.